

## Strategic Equality Plan

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## PLEASE NOTE

'Protected characteristics' are : Disability  
Gender reassignment  
Pregnancy and maternity Race  
Religion or belief Sex  
Sexual Orientation

## 1. Our distinctive character, values, priorities and aims

### 1.1 School values

At Ysgol Borthyn we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers irrespective of disability, race, gender, age sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We have a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Ysgol Borthyn, we believe that diversity is a strength, which should be respected and celebrated by those who learn, teach and visit here.

### 1.2 Characteristics of our school

Ysgol Borthyn is a Voluntary Controlled Primary School which has occupied its present site since February 1990 following an extensive remodeling programme. A co-educational day school, the school caters for pupils between 4 and 11 years. A Nursery unit is also established at the school. A pre-school nursery – Borthyn Bunnies – also operates every afternoon.

The medium of instruction is English, but all pupils study Welsh and with Ruthin situated in a strong bilingual area, it is a priority of the school to see the Welsh ethos pervade all aspects of school life.

Recognising its historical foundation, the school aims to preserve and develop its religious character in accordance with the principles of the Church in Wales and its partnership with the Church at parish and diocesan levels.

The school aims to serve the community by providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experience we offer to all pupils.

### 1.3

Our vision is to be a progressive school inspiring pupils, staff, parents, governors and our community to achieve their full potential. We aim to offer maximum opportunity for every pupil to excel, irrespective of identity, race, cultural tradition or community experience.

We aim to provide a safe and happy environment to stimulate curiosity and learning. Our school will be a place where a child is safe, nurtured and valued as an individual.

Our objectives are:

- To implement our policy statements and guidelines in all areas of the National Curriculum.
- To continue to develop a broad and balanced curriculum on the requirements of the National Curriculum.
- To continue to emphasise the development of skills, values, attitudes and concepts of children, staff, parents and governors.
- To strengthen existing links between home and the community.

## 1.4 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways. Our overall aim is to ensure that an inclusive ethos is established and maintained.

We aim to:

- Ensure that all pupils and staff are encouraged to reach their full potential.
- Protect the rights of all pupils and staff, parents, governors and visitors to the school.
- Ensure that the school is a place where everyone, irrespective of their race, colour, ethnic or national origin, gender, sexual orientation or disability feels welcome and valued.
- Prepare pupils for the challenges, choices and responsibilities of their living in a diverse society.
- Empower pupils to participate in their communities as active citizens who take responsibility for themselves and each other.
- Foster and encourage positive attitudes and behaviour towards member of the community whose race, sexuality or ability is different from their own.
- Provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- Monitor achievement data according to the various protected characteristics and action any gaps.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Including teaching and classroom based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

## 1.5 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

- 1 Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- 2 Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it, this means
  - a. Removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
  - b. Taking steps to meet the needs of person who share a relevant protected characteristic that are different from the needs of persons who do not share it.
  - c. Encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- 3 Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

**Our SEP and Equality Objectives are set in the light of:**

- The regional equality objectives identified in **Appendix I**.
- Views expressed by stakeholders that have been involved in the development of the scheme.
- Issues arising as a result of our analysis of our pupil data e.g. attainment data or boys v girls.

The delivery of our SEP will contribute to all of our actions and commitments to:

- Raise standards.
- Narrow the attainment gap in outcomes for children and young people.
- Improve outcomes as described within the Children and Young People Plan (CYPP).
- Promote community cohesion.

Our School Equality Objectives are set out in Section 5.

## **2. Responsibilities**

### **2.1 Governing Body**

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. The governing body:

- Seeks to ensure that people are not discriminated against when applying for jobs at our school.
- Takes all reasonable steps to ensure that the school environment give access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils.
- Ensures that no child is discriminated against whilst in our school.

### **2.2 Senior Management Team (SMT) / Senior Leadership Team SLT)**

The SMT promotes equality and eliminates discrimination by:

- Implementing the school's SEP, supported by the governing body in doing so.
- Ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives.
- Ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities.
- Promoting the principle of equal opportunity when developing the curriculum and promoting respect for other people and equal opportunities to participate in all aspects of school life.

- Treating all incident of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies.
- Ensuring that all staff recognise their responsibility in ensuring all pupils have the opportunity to take part in activities they organise (either within Key Stages or year Groups).

### 2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- Ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP.
- Striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images.
- Challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents.
- Supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## 3. Information gathering and Engagement

### 3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this

progress is important is to understand the full range of needs of the school community

### 3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- An analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board.
- Identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language.
- Pupil attainment and progress data relating to different groups.
- Children and young people's views actively sought and incorporated in a way that values their contribution.
- Information about how different groups access the whole curriculum and how they make choices between subject options.
- Sports and activities choices of all groups.
- Uptake of enrichment activities by group.
- Exclusions data analysed by group.
- Records of bullying and harassment on the grounds of any equality issue.
- Data on the recruitment, development and retention of employees.
- Outcomes of activities promoting community engagement and community cohesion.
- Outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

### 3.2 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

Every other year parents, pupils, staff and governors have the opportunity to respond to questionnaires where they have the opportunity to comment on our school, its progress and the way we operate.

Unfortunately we are only able to provide questionnaires in English or Welsh.

#### **4. Equality Impact Assessment**

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

#### **5. Objectives and Action Plans**

Our chosen Equality Objectives are:

- 1 Continue our progress in closing the gap between the attainment of boys and girls.
- 2 Continue our progress in improving the attainment of FSM pupils.
- 3 To empower pupils with the skills to identify, engage and manage respect of each other.

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the School Development Plan which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- Objectives and specific actions.
- Expected impact and indicators of achievement (success criteria).
- Clear timescales.
- Who has lead responsibility.
- Resource implications.
- Specified dates for impact assessment and review.

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

## **6. Publication and reporting**

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage.

All data collected will be used solely for the purpose of analyzing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

## **7. Monitor and Review**

As part of our responsibility to monitor the SEP we commit to:

- Revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes.
- Using the impact assessment to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- Involve the participation of a full range of stakeholders.
- Be evidenced based – using information and data that the school has gathered and analysed.
- Use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by December 2019.

## Appendix I

### Denbighshire (and regional) Equality Objectives

Denbighshire have agreed to contribute to each of the six broad regional objectives and have added a seventh objective of their own about managing equality related issues which are identified by their impact assessment process. Therefore their seven equality objectives are:

- Reducing health inequalities
- Reducing unequal outcomes in education to maximise individual potential
- Reducing inequalities in employment and pay
- Reducing inequalities in personal safety
- Reducing inequalities in representation and voice
- Reducing inequalities in access to information, services, buildings and the environment
- Managing identified equality and fairness issues as part of the Business Planning and Performance Management Framework

These are broad long-term objectives and will involve focusing on different areas of priority over time. A summary of their current focus can be found in the full Denbighshire strategic equality plan.

## Appendix 2

### YSGOL BORTHYN Strategic Equality Plan 2017 – 2020 Equality Objectives and Action Plan.

**Equality Objective 1**

1. Continue our progress in closing the gap between the attainment of boys and girls.

**Our Research:**

1. Analyse core data looking for progress and patterns over time.
2. Reviewing reading resources for boys within school.

**Information from Engagement:**

1. Thematic / skills approach to the curriculum has improved engagement of boys.

**Data Development:**

1. Core data analysis.
2. Tracking system.

**This objective will be judged to be successful if...**

1. We see consistent evidence over time of the gap closing between boys and girls in all subjects.
2. Improved attainment over time for both girls and boys.

**Actions:**

	Description	Responsibility	Start date	End date
1.1	Analyse core data and NFER. Look for patterns over time.	SMT	September 2017	December 2019
1.2	Review resources for boys and girls to achieve upper levels.	SMT	September 2017	December 2019

## Equality Objectives and Action Plan

<b>Equality Objective 2</b>				
1. Continue progress in improving the attendance and attainment of FSM pupils.				
<b>Our Research:</b>				
1. Analyse core data looking for progress and patterns over time.				
2. Analyse data from school tracking system.				
<b>Information from Engagement:</b>				
1. Look for patterns over time.				
<b>Data Development:</b>				
1. Core data analysis.				
2. SIMS attendance.				
3. School tracking system.				
<b>This objective will be judged to be successful if...</b>				
1. We see continuing improvement in the attainment and achievement of FSM pupils.				
<b>Actions:</b>				
	Description	Responsibility	Start date	End date
1.1	Analyse core data. Look for patterns over time.	SMT	September 2017	December 2019
1.2	Share findings with staff and governors. Agree plans to maintain improvements over time.	SMT	November 2017	November 2019
1.3	Discuss best use of Pupil Deprivation Grant.	SMT	May 2013	Revise annually

## Equality Objectives and Action Plan

<b>Equality Objective 3</b> 1. To empower pupils with the skills to identify, engage and manage respect of each other.				
<b>Our Research:</b> 1. Analyse school based data looking for patterns over time – using PASS survey.				
<b>This objective will be judged to be successful if...</b> 1. Pupil responses greater towards behaviour.				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	Analyse school based data looking for improvement over time.	SLT	Sept 2017	July 2019
1.2	Share findings with staff and governors.	SLT	Spring term 2018	September 2020

## APPENDIX 3

### School Access Plan